

Past in Progress

A Maltz Museum *Stop the Hate*® tour



This education guide supports a student tour experience rooted in the Maltz Museum's *Stop the Hate*® program, an initiative that empowers Northeast Ohio youth to envision a more inclusive world through history, storytelling, and creative writing. It provides background information, discussion prompts, and extension activities that encourage meaningful conversation, inquiry, and connections between the past and present.

Education Guide
Updated 2026

TABLE OF CONTENTS

Terms to Know.....3

Tour Overview + Learning Goals.....5

Preparing for Your Field Trip.....6

The Day of Your Field Trip.....9

Stop-by-Stop Student Guide.....11

Visual Aid Handout.....13

 Stop 115

 Stop 218

 Stop 321

Tour Reflection24

Stop the Hate® Competition.....25

Optional Classroom Extensions26

Ohio Learning Standards31

TERMS TO KNOW

Anti-Defamation League (ADL) | A leading anti-hate organization, founded in 1913, that fights antisemitism, extremism, and all forms of bias. *Learn more at www.adl.org.*

Antisemitism | Hostility toward, prejudice against, or hatred of Jewish people. It is a set of hateful beliefs that have deep historical, social, and cultural roots. Antisemitism can take many forms. **To learn more, visit the United States Holocaust Memorial Museum's [What is Antisemitism?](#)*

Assimilation | A process through which immigrants are pressured to adopt the culture and values of a new country, often at the cost of giving up their own, to be accepted or given full citizenship.

Belonging | Feeling accepted, valued, respected and included as part of a group or community.

Bias | An inclination or preference, often based in identity, either for or against an individual or group, that interferes with impartial judgement.

Discrimination | Unfair treatment of a person or group based on characteristics such as race, religion, ethnicity, disability, gender, or other aspects of identity.

Hate | An extreme dislike for something, someone, or a group. Hate based on some form of identity—like race, religion, gender, or ability—can lead to bias, discrimination, hate incidents or crimes, and even organized hate group activity.

Hebrew Free Loan Association | A non-profit organization that provides interest-free loans to people in need. It was founded in 1904 to help Jewish immigrants start new lives by offering financial support without charging interest. *To learn more, visit Case Western Reserve University's [Hebrew Free Loan Assn.](#) in the Encyclopedia of Cleveland History.*

Holocaust | The systematic, state-sponsored persecution and murder of 6 million Jews by Nazi Germany, their allies, and collaborators between 1933 and 1945. It was an evolving process rooted in centuries of antisemitism that unfolded over time. It began with discriminatory laws, propaganda, and the gradual exclusion of Jews from public life before escalating to forced displacement, imprisonment, deportation, and mass murder.

While Jews were the primary targets, 5.7 million other people were also persecuted and murdered under Nazi rule. This included Roma and Sinti people, people with disabilities, political opponents, Soviet prisoners of war, Jehovah's Witnesses, and people who today might identify as LGBTQ+, among others the Nazis labeled "inferior," "undesirable," or a threat to their view of society.

Jim Crow | A system of racial segregation and discrimination enforced by laws, customs, and everyday practices from the end of Reconstruction in 1877 until the mid-20th century. It was designed to keep Black Americans socially, politically, and economically inferior, impacting nearly every part of daily life. **To Learn more, visit the Jim Crow Museum's [What is Jim Crow?](#)*

Judaism | A monotheistic religion, meaning it is based on the belief in one God. It is not a racial group. People may identify as Jewish through their religion, ethnicity, culture, or a combination of these. Jewish communities are diverse and may differ in their beliefs, religious practices, political views, geographic origins, languages, and cultural traditions.

**To learn more, visit the United States Holocaust Memorial Museum's [Introduction to Judaism](#).*

Prejudice | A judgement or opinion about a person or group that is formed without knowing the facts, often based on stereotypes or assumptions related to race, religion, gender, or background.

Southern Poverty Law Center | A nonprofit organization, founded in 1971, that fights hate, promotes civil rights, and seeks justice for vulnerable communities. *Learn more at www.splcenter.org.*

Stereotype | A generalized and often unfair belief or idea about a group of people, based on characteristics such as race, gender, age, nationality, religion, or occupation.

TOUR OVERVIEW

Tour Title: Past in Progress:
A Maltz Museum *Stop the Hate*® tour

Grade Levels: 6-12

Duration: 60 minutes

Past in Progress supports the Maltz Museum's *Stop the Hate*® program, which invites Northeast Ohio youth to share how they envision a more inclusive world through personal storytelling and creative writing.

Detailed standards alignment can be found on page 31.

This tour invites students to explore museum artifacts that reveal how people and communities have responded to challenges and injustice throughout history. Using object-based and visual inquiry, students will investigate how bias and hate can grow, as well as the different ways people have worked to challenge them.

Through interactive activities and facilitated group discussion, students will examine how messages, choices, and actions (both big and small), can influence the way people are treated, supported, and remembered. This active learning experience encourages students to think about how individual and collective choices help shape our communities and the world.

Designed for students in grades 6-12, with scaffolding that supports active learning, thoughtful participation, and age-appropriate reflection, this tour is informed by Ohio Learning Standards for English Language Arts, Social Studies, and Social and Emotional Learning. Throughout the experience, students develop skills in critical thinking, visual literacy, communication, and responsible decision-making while making meaningful connections between the past and the present.

LEARNING GOALS

On this tour, students will:

- Use evidence from artifacts to make observations, ask questions, and support critical thinking.
- Investigate museum artifacts to explore how bias, hate, and discrimination have manifested throughout history.
- Explore the many ways individuals and communities worked to overcome challenges, resist injustice, and strengthen their communities.
- Analyze how messages, actions, and choices can contribute to exclusion, belonging, or positive change.
- Reflect on how lessons from history can inspire thoughtful choices and encourage positive change in their communities.

PREPARING FOR YOUR FIELD TRIP

This section outlines everything you need to prepare for your visit, including general museum information, transportation planning, and classroom activities to help students build background knowledge before arriving to the museum.

About the Maltz Museum

The Maltz Museum opened in 2005. Its mission is to explore the kaleidoscope of the American experience through the courageous lessons of Jewish history and the experiences of others who have thrived despite marginalization. By sharing these stories, the museum encourages visitors to build understanding, foster connection, and recognize their own ability to contribute to a more inclusive tomorrow.

*Before your visit, let students know that they will be visiting the Maltz Museum of Jewish Heritage. Introduce them to the museum and provide a brief introduction to Judaism to help establish context for their visit.

If you have questions about your visit, please contact our Learning & Interpretation team at: tours@mmjh.org or 216-593-0581.

What is Judaism?

Judaism is a monotheistic religion, meaning it is based on the belief in one God. It is not a racial group. People may identify as Jewish through their religion, ethnicity, culture, or a combination of these. Jewish communities are diverse and may differ in their beliefs, religious practices, political views, geographic origins, languages, and cultural traditions.

*For more information, please visit the United States Holocaust Memorial Museum's [Introduction to Judaism](#).

Pre-Visit Activities

Activity 1: Reading an Artifact

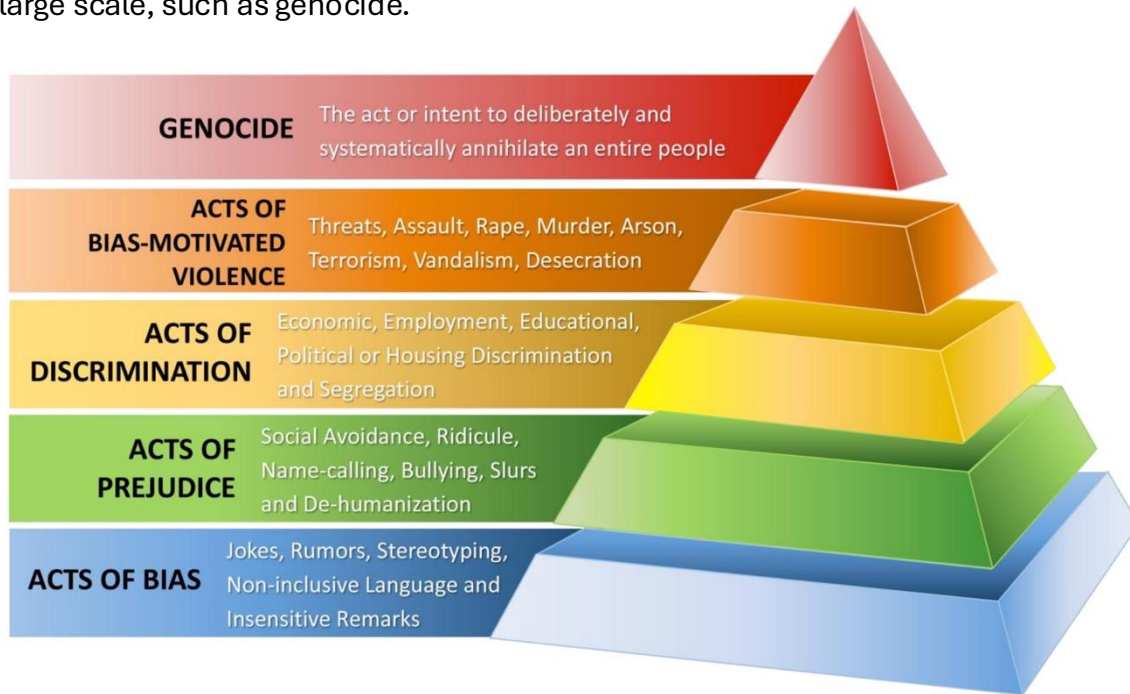
Throughout the tour, students will use historical artifacts to spark questions, conversations, and discoveries. Before their visit, this activity gives students an opportunity to practice one of the most important museum skills: looking closely.

1. Choose an object to display for the class. This could be an everyday item, a keepsake, piece of clothing, household tool, an old photo, etc.
2. Give students 30-60 seconds to silently observe. Then, invite them to share what they noticed, compiling a list of their observations.
3. Next, hand out or display the Visual Aid Handout (Page 13). Using the prompts, have students observe a second time and:
 - Record additional details they notice.
 - Compare what they noticed during their first observation with what they noticed after slowing down and looking more closely.
4. Then, discuss the following questions as a class, small groups, or in individual reflections:
 - What details became more noticeable when you looked more closely?
 - How did using the Visual Aid Handout change the way you looked at the object?
5. Wrap up by explaining that this is the same process that museum learners use when looking at historical artifacts. During their tour, students will observe artifacts carefully before discussing what they reveal about the people, experiences, and stories they represent.

Activity 2: Pyramid of Hate

Before your tour, we recommend introducing students to the Pyramid of Hate, a visual tool from the Anti-Defamation League (ADL) that helps prepare them for the tour's themes and discussions about hate and discrimination.

The Pyramid of Hate illustrates how hate rarely begins with violence. It often starts with seemingly small acts, like jokes, name-calling, or excluding others. When ignored and normalized, these behaviors can escalate into discrimination, violence, and at the very top of the pyramid, intentional acts on a large scale, such as genocide.



How to introduce the Pyramid of Hate

1. Display or hand out printed copies of the Pyramid of Hate graphic, available on the [ADL website](#).
2. Briefly explain each level. Walk students through the pyramid from the bottom to the top, highlighting how bias can escalate when ignored or normalized.
3. Invite students to observe and reflect:
 - What do you notice about the pyramid?
 - Why do you think it begins with jokes and stereotypes at the bottom?
 - Can you think of examples from history where small acts of bias grew into something larger?
4. Conclude by emphasizing that understanding how hate can spread also helps us recognize opportunities to interrupt it. Students will revisit the Pyramid of Hate during the tour as they examine historical artifacts and consider the choices people made in the past, as well as the choices people can make today.

*Note:

There is no need for students to share personal experiences. Introducing the Pyramid of Hate should focus on historical thinking and critical observation, not role-play or reenactment.

It will help students build a shared vocabulary for the tour (terms such as bias, hate, agency, choice). For deeper classroom engagement, consider using the ADL's [Mini-Lesson: Teaching the Pyramid of Hate](#).

For more information visit [adl.org](#).

Scheduling Transportation

- It is the responsibility of the visiting school to arrange transportation to and from the Maltz Museum.
- We recommend scheduling buses to arrive 10-15 minutes before your tour begins and 10-15 minutes after it ends to allow time for unloading, check-in, group organization, and boarding.
- Schools that qualify for transportation funding are responsible for completing and submitting all required paperwork by the day of their scheduled visit.

Prepare Your Groups

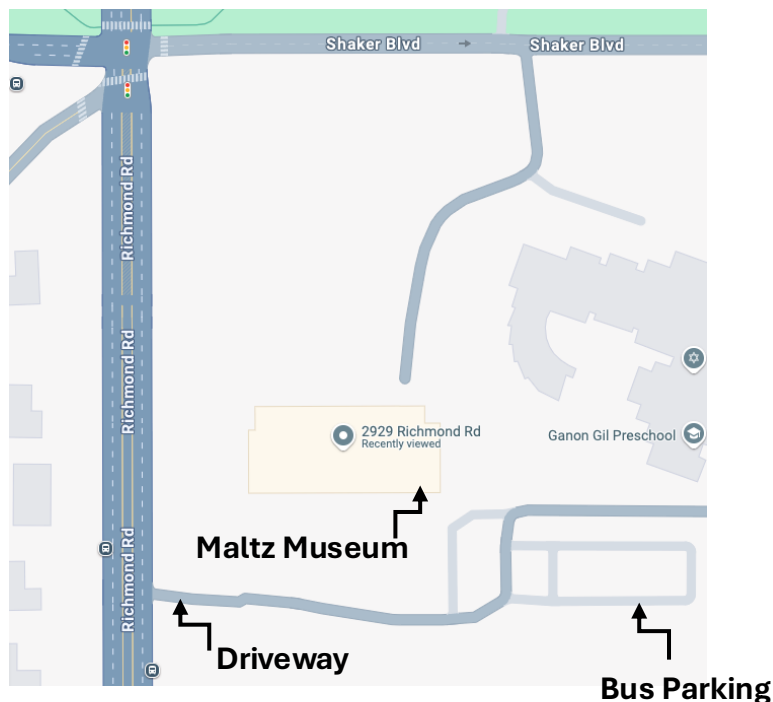
- Review the details provided in your visit reminder email.
- If your class will be divided into smaller groups during the visit, please assign these groups in advance to help ensure a smooth and efficient visit. If applicable, assign chaperones or group leaders to each.
- Prepare students for the topics they will encounter. While the tour is designed to be age-appropriate, it includes discussions of prejudice, discrimination, and the Holocaust. Let students know that they will explore difficult history through personal stories and guided discussion in a respectful and supportive learning environment. *See Tips + Best Practices on Page 12 for more.
- If your school has students who require accommodations, please notify the museum in advance so staff can help support a successful visit.

THE DAY OF YOUR FIELD TRIP

From arrival to departure, this section outlines what to expect during your visit, including check-in procedures, group organization, timing, and tour expectations.

Arrival

- The Maltz Museum of Jewish Heritage is located at: **2929 Richmond Rd. Beachwood, OH. 44122**. We are located at the corner of Richmond Rd. and Shaker Blvd.
- Enter the parking lot from Richmond Road. The museum is the first building on the Campus. It will be on your left as you drive in.
- Buses may loop through the fire lane for drop-off. After unloading, drivers should park in the back section of the parking lot and are welcome to join the visit.



Checking In (5-10 minutes)

- Have students remain on the bus while the lead teacher checks in with museum staff. Please be ready with final attendance count and any payment you wish to render.
- If your group arrives late, your visit will still end at the scheduled time. Museum staff will work with the lead teacher to adjust the schedule as needed, which may include shortened activities or splitting the remaining time.
- All students should leave large bags, backpacks, and water bottles on the bus unless medically necessary.
- If you are eating lunch at the museum, please keep lunches on the bus until it is time to eat. Buses may return to the fire lane to unload lunches.
- If your class is dividing into smaller groups (e.g., Group A & Group B), each group will enter the museum one at a time. Once the first group has entered and cleared the lobby, the second group will be invited inside.

Tour Introduction (5-10 minutes)

- After check-in, museum staff will welcome students, introduce themselves, provide an overview of the visit, and review tour expectations.
- Self-guided school groups will hear a brief overview, introduction to the exhibition they are seeing, hand out worksheets, and collect clipboards and pencils before starting their gallery exploration.

The Tour (1 hour)

- Guided tours include three 15–20-minute stops where students will use visual analysis and object-based inquiry to explore museum artifacts related to the tour theme. Each stop includes observation, discussion, and a small-group or independent activity.
- If your group has another tour, Survivor Speaker, or Interactive Biography scheduled, there will be a short break for restroom, water, etc. before transitioning to the theater.
- After scheduled activities, you are welcome to explore the museum on your own if time allows, or have buses return to the fire lane for lunch drop-off or departure.

Past in Progress

A Maltz Museum *Stop the Hate*® tour



Stop-by-Stop Student Guide

Pages 13-25 of this packet features a self-guided student worksheet. It will help guide students through the three key stops and includes background information, artifact prompts, and space for reflection.

Teachers: We recommend printing this section for self-guided visits and for students who benefit from structured note-taking. It is a great way to support curiosity, conversation, and engagement during the visit.

Education Guide
Updated 2026

HOW IT WORKS

This tour includes three stops throughout the museum. To stay on schedule, try to spend the recommended amount of time at each.

Introduction: 2-3 minutes

Stop 1: 15 minutes

Stop 2: 15 minutes

Stop 3: 15 minutes

Reflection: 10 minutes

At each stop, you will:

1. Read the introduction for background information and history about the artifacts you will explore.
2. Use the Visual Aid Handout (Page 13) to practice close observation. The questions in this guide will help with think critically and reflect on the stories the artifacts tell.
3. Wrap up with the reflection questions to help you make connections between what you have seen and the larger themes of the tour.

Note:

Your group may not visit the stops in numerical order. Depending on your group size, schedule, or how busy the galleries are, your teacher or museum interpreter may choose a different route.

Possible Tour Routes:

- Stop 1 → Stop 2 → Stop 3
- Stop 2 → Stop 3 → Stop 1
- Stop 3 → Stop 1 → Stop 2

**If needed the tour reflection can be in back in the classroom.*

TIPS + BEST PRACTICES

- **Look Closely** | Before reading the museum label, spend a few moments observing the artifact. What do you notice? What makes you curious? Use the Visual Aid Handout on Page 13 for prompts to help you explore the museum artifacts more closely.
- **Be Open** | Everyone may notice or feel something different, and that is okay. Listen to your classmates' ideas with curiosity and respect.
- **Follow Instructions from Teachers and Chaperones** | Your teacher or chaperone will help guide your group and keep you on schedule. Listen to their instructions, especially if the group needs to move or adjust plans.
- **Be Curious and Have Fun** | This is a chance for you to explore, ask questions, share ideas, and discover how history can inspire positive change today.

Remember: Museums are shared spaces.

Help everyone enjoy their visit by using indoor voices, walking carefully, and respecting the artifacts and other visitors.

Some of the tour topics and artifacts may be difficult or emotional. It is okay to feel uncomfortable or overwhelmed. If you need a break, let your teacher or chaperone know.

VISUAL AID HANDOUT

The best way to learn from museum artifacts is to start by making observations before reading the artifact label. Use the chart below to help you look closely at each artifact. Choose 3-4 prompts to guide your thinking. Not every prompt will apply to every artifact, so focus on ones that fit best.

FIRST IMPRESSIONS What catches your eye? Is there a detail that you notice first?	LOOK CLOSER Look for visual or written clues, including people, objects, images, numbers, symbols, and text.	MESSAGES What words, symbols, or images stand out? What message might they communicate?
MATERIALS What is the artifact made from? How would you describe its texture or surface?	CONDITION Does the artifact look new, old, well used, or repaired?	DESIGN How are the objects, people, words, or symbols arranged? What colors, shapes, or patterns stand out?
SIZE & SCALE Is the artifact large or small? Is it meant to be viewed up close or from far away?	HISTORICAL CLUES Look for clues such as clothing, language, dates, or style. What might these clues tell you about the artifact?	PEOPLE & STORIES Who might have created, used, or owned this artifact? What story might it help tell?

INTRODUCTION

Gallery/Section: Complete at the beginning of your first stop | **Time:** 3-5 mins

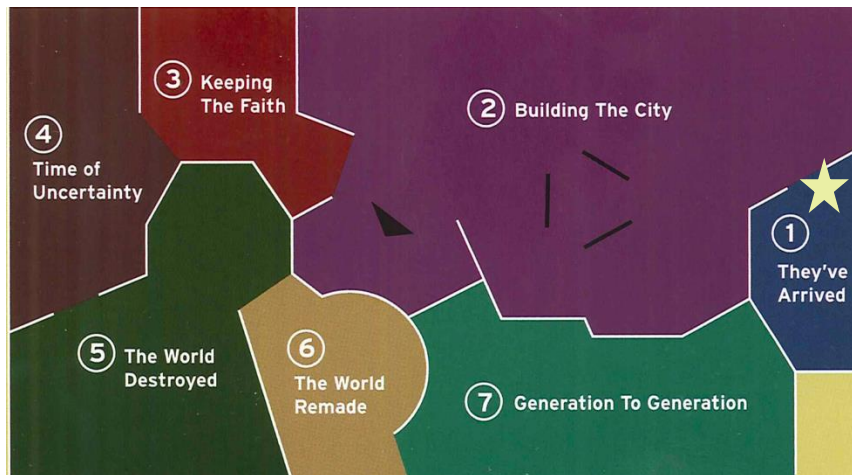
Introduction

Welcome to the Maltz Museum!

- Today you are here to experience the Past in Progress tour. Throughout your visit, you will see how individuals and communities have responded to bias, unfair treatment, and hate throughout history.
- As we explore, think about how people responded to hate and discrimination. What choices and actions helped spread hate, challenge it, or support others? What can their experiences teach us today?
- Remember:
 - There are no wrong answers.
 - This tour is about sharing observations, asking questions, and having conversations.
 - Your ideas, questions, and perspectives matter.
- Lastly, some of the stories and artifacts you will encounter are connected to difficult moments in history. Please use respectful language, and if you need to step away at any point, let your teacher or chaperone know.

STOP 1

Topics: Building Belonging | **Section:** 1) They've Arrived



Introduction

This section explores how people and organizations in Cleveland responded to the challenges Jewish immigrants faced and how their efforts helped create a sense of community and belonging.

- In the early 1900s, many Jewish people left their homes in Europe because of discriminatory laws, violence, and antisemitism.
- They settled in cities across the United States, hoping for safety and better opportunities. After arriving, many immigrants faced pressures to change their language, clothing, customs, and traditions so they could “fit in” or be accepted.
- Many immigrants felt caught between two worlds, like they did not fully belong. They were often made fun of, stereotyped, and denied access to opportunities and resources because they were seen as “different” or not fully “American.”
- Instead of accepting exclusion, many people in Cleveland chose to help newcomers build new lives, find support, and create a sense of belonging.

Terms To Know:

Antisemitism | Hostility toward, prejudice against, or hatred of Jewish people. It is a set of hateful beliefs that have deep historical, social, and cultural roots. Antisemitism can take many forms.

Stereotype | A generalized and often unfair belief or idea about a group of people, based on characteristics such as race, gender, age, nationality, religion, or occupation.

Artifact Activity

- Find the *Cleveland Many Peoples, One Language* poster. You can use the Visual Aid Handout on Page 13 to help you closely examine the poster.



Cleveland Many Peoples, One Language, poster print, ca. 1917

What details stand out most about the artifact?

What message do you think this poster communicates about becoming part of a new community?

What did you notice in the poster that supports your thinking?

What does this poster tell us about the challenges newcomers faced?

- Next, explore the surrounding cases. Choose another artifact that shows how people, organizations, or communities responded to the challenges newcomers faced by creating support or opportunity.

Describe your chosen artifact.
Record your observations below.

How does this artifact show people or organizations helping newcomers?

How is this artifact similar to or different from the *Cleveland Many Peoples, One Language* poster?

Reflection Questions

With a partner, a small group, or by yourself, consider:

- What do these artifacts teach us about how people and organizations responded to newcomers?
- Why do you think support from individuals and community organizations was important for newcomers?
- What can these artifacts teach us about responding to challenges today?



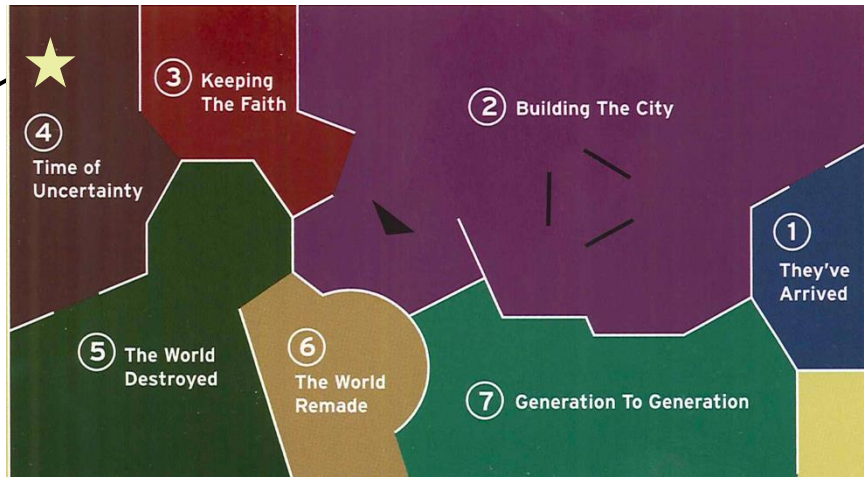
History shows us:

Individuals and communities can respond to fear, bias, and discrimination by creating spaces of belonging and supporting others.

STOP 2

Topics: Recognizing Hate & Prejudice | **Section:** Hate Room in 4) Time of Uncertainty

**Content Advisory: This room explores themes and displays artifacts that may be sensitive to some. If you are overwhelmed or uncomfortable at any time, that is okay. Make sure to notify your teacher or chaperone and explore the surrounding area instead.*



Introduction

This section explores what can happen when prejudice and discrimination are reinforced by groups, laws, and institutions.

- The artifacts in this section are from the Jim Crow era. During this time, racial discrimination and antisemitism were widespread. Prejudice was reinforced through laws, social systems, and attitudes that treated certain groups of people unfairly.
- From the late 1800s through the 1960s, Jim Crow laws enforced racial segregation by requiring Black and white people to remain separate in schools, buses, restaurants, stores, and many other public spaces.
- These laws denied Black Americans equal rights and opportunities by making it extremely difficult to vote, access quality education, earn fair wages, receive fair treatment under the law, and more.

Terms To Know:

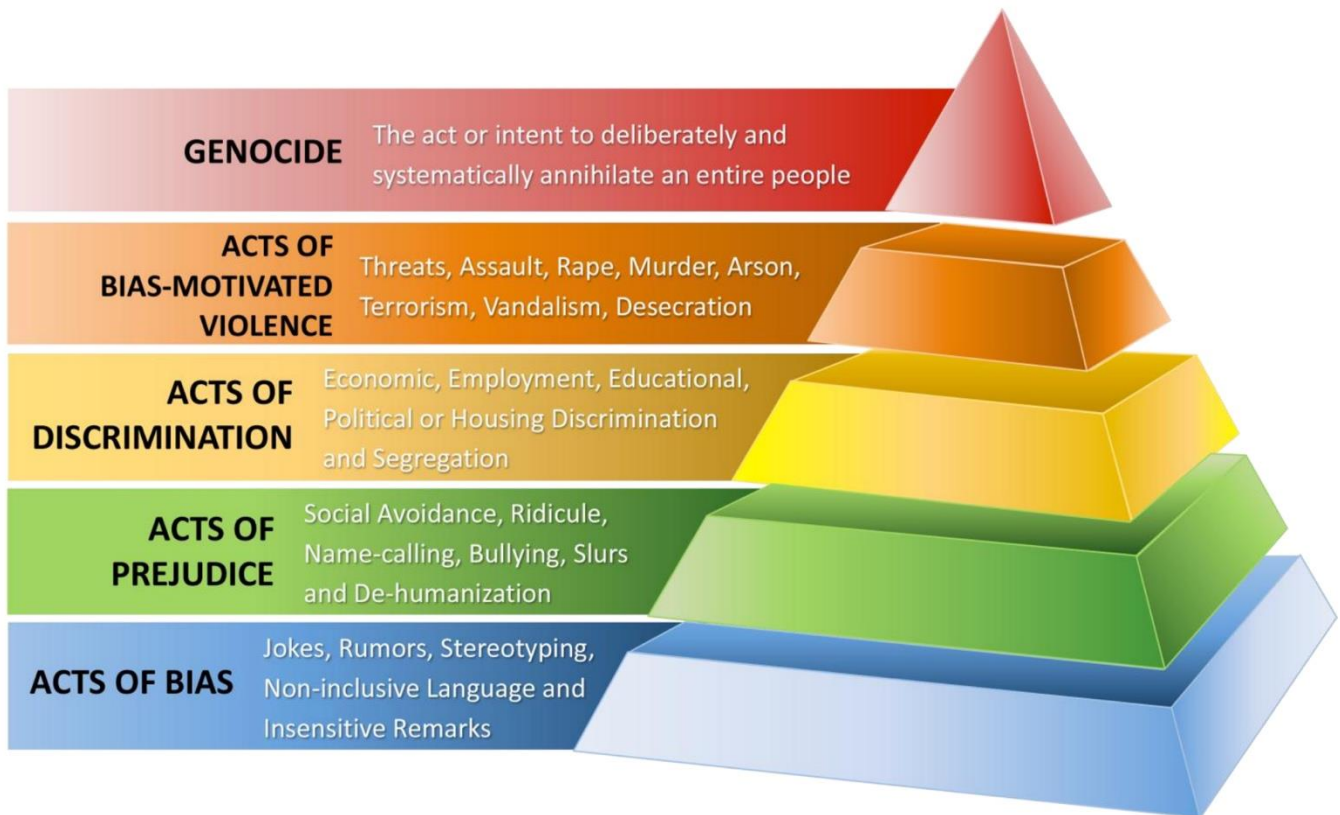
Racial Discrimination | Unfair and prejudiced treatment against an individual or group of people based on their skin color, race, or ethnic background.

Prejudice | A judgement or opinion about a person or group that is formed without knowing the facts, often based on stereotypes or assumptions related to race, religion, gender, or background

The Pyramid of Hate

The Anti-Defamation League's (ADL) Pyramid of Hate illustrates how hate rarely begins with violence. It often starts with seemingly small acts, like jokes, name-calling, or excluding others. When ignored and normalized, these behaviors can escalate into discrimination, violence, and at the very top of the pyramid, intentional acts on a large scale, such as genocide.

As you explore Stop 2, use the Pyramid of Hate to think about what each artifact can teach you about how hate grows and what people can do to challenge it.



Artifact Activity

- Explore the room and choose an artifact that helps you understand how laws, groups, and society shaped people's everyday lives.

Write the name or describe the artifact:

What are three details you notice about the artifact?

- 1.
- 2.
- 3.

A question you have about the artifact:

Think about what actions, beliefs, or social systems (such as laws, policies, groups, and institutions) this artifact represents. Where would you place it on the Pyramid of Hate (Page 19)?

Explain why:

Reflection

With a partner, a small group, or by yourself, consider:

- What does your artifact reveal about how hate or discrimination can spread?
- Do those choices contribute to the spread of hate, or help stop it?
- What can we learn from these choices that can help us create positive change today?



History shows us:

People's choices and actions can allow hate to spread, but people also have the power to stop it by recognizing and challenging it.

STOP 3

Topics: Creativity for Change | **Section:** Superman in 4) Time of Uncertainty



Introduction

This section explores how creativity can be a powerful response to rising antisemitism, persecution, and times of uncertainty.

- During the 1930s, antisemitism and discrimination became more widespread both in the United States and Europe. In Nazi Germany, these ideas became government policy, leading to the persecution of Jews, and ultimately, the Holocaust.
- Antisemitism was on the rise and Jewish people around the world faced increasing fear, exclusion, and uncertainty about the future.
- During this same time, Jerry Siegel and Joe Shuster, two Jewish teenagers from Cleveland's Glenville neighborhood, imagined Superman.
- In a time of fear and uncertainty, Siegel and Shuster created a hero who offered readers a vision of strength, compassion, and the possibility of standing up to injustice.

Terms To Know:

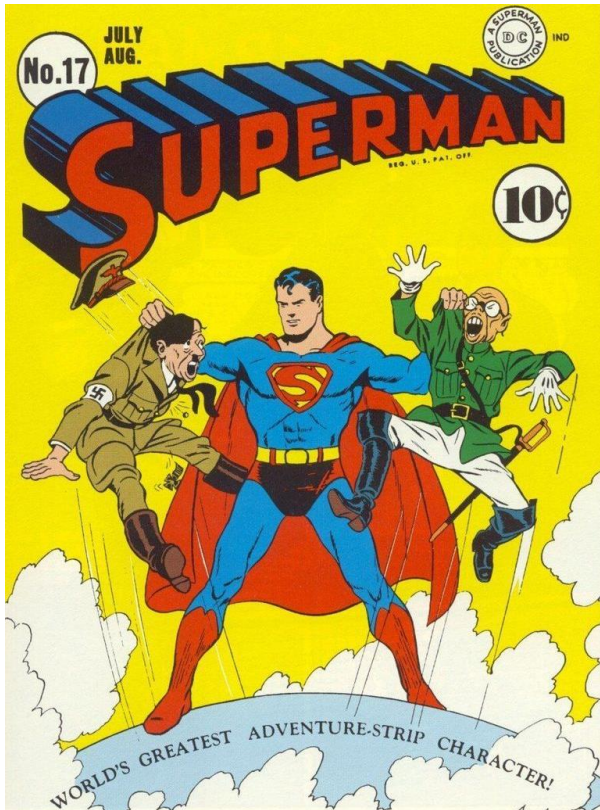
Holocaust | The systematic, state-sponsored persecution and murder of 6 million Jews by Nazi Germany, their allies, and collaborators between 1933 and 1945.

It was an evolving process that began with discriminatory laws, propaganda, and the gradual exclusion of Jews from public life before escalating to forced displacement, imprisonment, deportation, and mass murder.

While Jews were the primary targets, 5.7 million other people were also persecuted and murdered under Nazi rule.

Artifact Activity

- Find this Superman comic book in the display case below the Superman statue. You can use the Visual Aid Handout on Page 13 to help you closely examine the cover.



Superman Comic Book, No. 17, 1942 (cover)

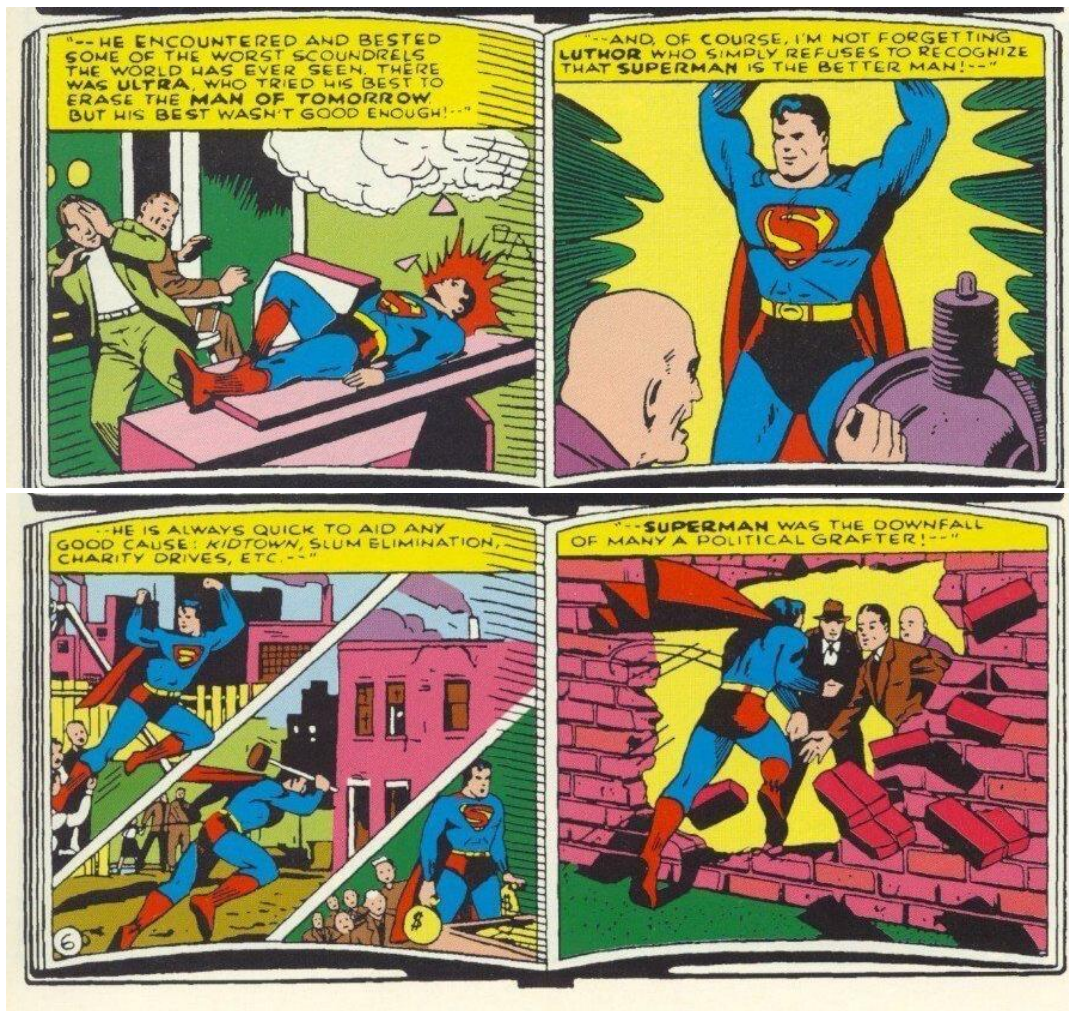
What details stand out most about this comic book cover?

What values does Superman represent here?

Courage	Fairness	Hope
Justice	Protection	Responsibility
Strength	Other:	_____

What might this comic book cover tell us about the time when it was created?

- Next, examine the panels from inside the comic book and answer the following questions for each.



Superman Comic Book, No. 17, 1942 (detail)

What kind of hero does Superman seem to be? Use examples from the panels.

How might these comic stories have inspired readers during a time of growing hate, fear, and uncertainty?



History shows us:

Creativity, storytelling, and using your voice can inspire hope, challenge injustice, and encourage others to make positive change.

CONCLUSION

Gallery/Section: Complete at the end of last stop or back in the classroom | **Time: 5-10 mins**

Reflection

Throughout the tour, you saw how people's choices shaped history. Some choices allowed hate to spread, while others challenged injustice, fostered belonging, and inspired hope. History is made through the choices people make every day.

Now, consider your own experiences, values, and ideas. How might they inspire positive change today? Use the mind map below to begin brainstorming ideas for your own story and consider sharing it through the Maltz Museum's *Stop the Hate*® competition.

A story, moment, or lesson that has stayed with you:

First Name:

A person, experience, or idea that has shaped your thinking:

A value(s) or issue(s) that matters to you:

A positive change you'd like to see in your school, community, or the world:

STOP THE HATE®

The Maltz Museum's *Stop the Hate*® Essay & Poetry Competition is an opportunity for students in grades 6-12 across Northeast Ohio to share their real-life stories about making a difference in their communities and the world—all while competing for \$100,000 in scholarships and other great awards.

Start Your Stop the Hate Story

1. Review your mind map on Page 24 and circle the ideas that stand out to you most. This could be a person, memory, lesson, hope for change, or another meaningful experience.
2. Set a timer for five minutes. On a separate sheet of paper, write down everything you remember about your chosen idea. Write freely without worrying about spelling, grammar, or making it perfect. You can revise later.

Questions to help you get started:

- What happened?
 - How did it make you feel?
 - Why does it matter to you?
 - What did you learn or do because of it?
3. Reread what you wrote and highlight the strongest moments, emotions, or ideas. Then decide whether you want to write an essay or a poem.
 - **For essays**, organize your ideas into a personal narrative that shares your experience and what you learned.
 - **For poems**, focus on the emotions, images, or a message that you want readers to remember.
 4. Begin writing your entry. Use your brainstorming and the Stop the Hate prompt to guide your first draft.
 5. Revise and reflect. Strengthen your writing by connecting your story to the how you have, or how you hope to, inspire positive change.

This year's submission deadline is **Thursday, January 14, 2027**.

Maltz Museum Presents



Ready to Submit?

Scan or [Click Here](#) to learn more about competition guidelines, prompts, awards – and to submit an entry!



OPTIONAL CLASSROOM EXTENSIONS

These activities extend student learning beyond their museum visit, encouraging them to deepen their understanding through discussion, inquiry, and reflection.

Tour Reflections

Activity 1: The 3-2-1 Strategy

Following your visit to the Maltz Museum, take some time to reflect on what students learned and observed.

- Prompt the class to think about the history presented and the stories shared. Use [*Facing History and Ourselves*, “3-2-1 Strategy”](#) to gauge the class’s understanding and reflect on the tour.
- Have students list the following details in a journal entry or on a separate sheet of paper.
 - **Three** things they have learned from their visit.
 - **Two** questions they still have.
 - **One** aspect of the tour that they enjoyed.
- Use responses to spark class discussion. Invite students to share one of their answers. As they share, encourage them to build on each other’s ideas and notice common themes or connections.

Reflection Questions:

- What patterns are we noticing in what people learned?
- Are there any similar questions that came up for more than one person?
- How do these questions connect to things we have studied in class or events happening today?
- Why is it important to study this history?

Humans are inherently social beings and our relationships with others help shape how we see ourselves and the world around us. Throughout history, perceived differences have also been used to justify prejudice, discrimination, and violence. During the tour, students explored how identity, belonging, and community shaped people's experiences in the face of these challenges. These activities encourage them to continue reflecting on these ideas through discussion and self-reflection.

Activity 2: "We and They"

As a class, in small groups, or independently, have students watch the short video below, in which philosopher Kwame Anthony Appiah explains why humans tend to categorize themselves and others, the evolutionary and psychological reasons behind this behavior, and the risks it can pose today.

Facing History & Ourselves, "[Creating "We and They": Kwame Anthony Appiah](#)", video, last updated February 11, 2014.

Reflection Questions:

- How does understanding the evolutionary and psychological reasoning behind group categorization help us today?
- Why is it important to understand the negative effects of labeling people based on differences?
- How do these ideas connect to things you have learned in class?

Activity 3: "Us" Against "Them"

Next have students watch Facing History & Ourselves, "[When Does "Us" Turn against "Them"?: Kwame Anthony Appiah](#)", video, last updated February 11, 2014.

Afterward, prompt students to discuss and map examples from the video onto the ADL's Pyramid of Hate.

- Provide or display a copy of the Pyramid of Hate graphic.
- As a class or in small groups, ask:
 - What behaviors, attitudes, or patterns described in the video might fit at each level of the pyramid?
 - Where do divisions between "us" and "them" start?
- Student can write phrases, behaviors, or examples from the video directly on the pyramid or onto sticky notes to place on the larger displayed version.

Reflection Questions:

- After learning why people categorize ourselves and others, how might you think about differences more thoughtfully?
- What is one takeaway from the videos that you want to remember moving forward?

Note:

These activities help students built on the concepts explored during the tour by connecting Appiah's videos with the Pyramid of Hate.

Best suited for high school classrooms, they encourage discussion about identity, group dynamics, and the historical and contemporary impacts of bias.

For classrooms with more time, these activities can also serve as a starting point for discussing historical case studies or current events where group division ("us" vs. "them") escalated over time.

Responding to Difference

Activity 4: What Do We Do With Difference?

Have students read “What Do We Do With a Difference?” by James Berry. This poem encourages readers to reflect on the ways we respond to difference, both as individuals and as members of communities.

Facing History & Ourselves, “[What Do We Do with a Difference?](#)”, last updated August 2, 2016.

What do we do with a difference?
Do we stand and discuss its oddity
or do we ignore it?
Do we shut our eyes to it
or poke it with a stick?
Do we clobber it to death?
Do we move around it in rage
and enlist the rage of others?
Do we will it to go away?
Do we look at it in awe
or purely in wonderment?
Do we work for it to disappear?
Do we pass it stealthily
or change route away from it?
Do we will it to become like ourselves?
What do we do with a difference?
Do we communicate to it,
let application acknowledge it
for barriers to fall down?

James Berry uses many verbs and verb phrases to show what we “do” with differences. As a class or independently, have students highlight or circle the verbs and verb phrases Berry uses in each line. Then, invite students to discuss what each response conveys.

Reflection Questions:

- Why do you think did James Berry write this poem?
- What message do you think Berry wants readers to take away?
- What do you think the phrase “let application acknowledge it” means? How do you think it connects to the idea of breaking barriers in the last line?

Activity 5: Responding to Differences

During the museum tour, students explored real stories of how people responded to differences, whether with courage and kindness or with fear and exclusion. This activity invites them to reflect on those examples and consider how they can respond to difference in their own communities.

Part One:

Revisit James Berry's poem, "What Do We Do With a Difference" via Facing History & Ourselves, "[What Do We Do with a Difference?](#)"

Choose one of the following:

Option 1: Write a short journal entry about one of Berry's verbs, verb phrases, or stanzas that you connect with. You might describe a time when you responded that way, when you saw someone else respond that way, or how you have seen this type of response in your school, community, or stories you encountered on the museum tour.

Option 2: Write additional stanzas for the poem that describe how you would like people in your community to respond to differences. Think about the actions and attitudes that help create understanding. You might draw inspiration from a time when you or someone else responded this way or a from a story you encountered on the museum tour.

Wrap up the activity by inviting students who are comfortable to share their reflections.

Note:

Students who connect with either writing prompt may consider participating in the Stop the Hate® Writing Competition.

For contest information, submission guidelines, deadlines, and more see Page 25.

Part Two:

As a class or in small groups, have students create a collective Found Poem using lines and/or phrases from their individual writing.

How to write a Found Poem:

- Have students select one sentence, phrase, or word from their journal entry or poem that feels meaningful to them.
- As a class, arrange everyone's lines, phrases, or words into one collective poem.
*Encourage students to think about how the ideas flow and connect. It may be helpful to discuss the shared challenges, themes, and responses that emerge across students' writing.
- Create a title that reflects the poem's collective message.
- Read the found poem aloud or display as a reminder of how we can respond to differences in positive ways.

Superheroes of Today

Activity

During their visit, students learned how Jerry Siegel and Joe Shuster used creativity to inspired hope during a time of rising fear, antisemitism, and persecution. This activity encourages students to imagine how they might use their own ideas, values, and creativity to make a positive difference today.

- Take a few moments to reflect on the museum tour. What stories, artifacts, or ideas stood out to you? How do they connect to your own school or community?
- Now, imagine a superhero for today. What issues would they stand up to? What values would guide them? Use your reflections to create:
 - A name for your superhero
 - Three values your hero stands for
 - One action they would take or message they would share to inspire positive change
- Choose one of the following:

Option 1: Design a comic book cover.

Create a comic book cover featuring your superhero in action. Think about how you can show your superhero's values through both images and text.

Ideas to include on your comic book cover:

- A bold title
- An image of your superhero in action
- Symbols or colors that reflect their values
- A tagline or speech bubble

**Your cover can be silly, serious, personal, or imaginary, just be sure your hero stands up for something that matters to you.*

Option 2: Write a Superhero backstory.

Write a short origin story (300-500 words) or a scene that explains who your superhero is and what they stand for.

Questions your reader should be able to answer:

- Where did your superhero come from?
- What inspired them to stand up against injustice?
- What values guide their actions?

**Your story can be silly, serious, personal, or imagined, just be sure your hero stands up for something that matters to you.*

STANDARDS

Social Studies

Ohio's Learning Standards for Social Studies Adopted 2018
Grade 6-8 and High School

Grade 6	Grade 7	Grade 8
History Strand – Historical Thinking and Skills		
1. Multiple tier timelines can be used to show relationships among events and places.	1. Historians and archeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.	1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.
Grade 6	Grade 7	Grade 8
Government Strand – Civic Participation and Skills		
9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.	16. Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.	21. Informed citizens understand how media and communication technology influence public opinion.
Grade 6	Grade 7	Grade 8
Geography Strand – Human Systems		
		18. Cultural biases, stereotypes and prejudices had social, political, and economic consequences for minority groups and the population as a whole.

High School – American History
HISTORICAL THINKING AND SKILLS
Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored. 1. The use of primary and secondary sources of information includes an examination of the credibility of each sources. 3. Historians analyze causes, effect, sequence and correlation in historical events, including multiple causation and long-and-short-term casual relations.

High School – Modern World History
HISTORICAL THINKING AND SKILLS
Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored. 1. The use of primary and secondary sources of information includes an examination of the credibility of each sources. 3. Historians analyze causes, effect, sequence and correlation in historical events, including multiple causation and long-and-short-term casual relations.

High School – Contemporary World Issues	
CIVIC PARTICIPATION AND SKILLS	
Individuals and groups have the capacity to engage with others to impact global issues. 3. Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues. 5. Individuals can identify, assess and evaluate world events, engage in deliberate civil debate and influence public processes to address global issues. 6. Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions take.	
CIVIL AND HUMAN RIGHTS	
There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights. 8. Beliefs about civil and human rights vary among social and governmental systems. 9. Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups. 10. Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.	

Social and Emotional Learning

Ohio's Learning Standards for Social and Emotional Learning June 2019

Middle Grades and High School

Competency C: Social Awareness	
C1: Recognize, identify and empathize with the feelings and perspectives of others	
Middle Grades	High School
C1. 3.c Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective	C1. 1.d Evaluate verbal, behavioral, environmental and situational cues that may influence the feelings of others
C2: Demonstrates consideration for and contribute to the well-being of the school, community and world	
Middle Grades	High School
C2. 1.c Explain the importance of civic mindedness	C2.1.d Demonstrate an awareness of responsibilities as an involved citizen in a democratic society

Competency C: Social Awareness	
C3: Demonstrates an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures	
Middle Grades	High School
C3. 1.c Discuss how positive or negative stereotypes of an individuals or group can be unconscious and may lead to discrimination and prejudice C3. 2.c Participate in cross-cultural activities and demonstrate respect for individuals from different social and cultural groups C3. 3.c Demonstrate respect for human dignity virtually and in-person	C3. 1.d Examine and address explicit or implicit personal biases toward an individual or group C3. 2.d Participate in cross-cultural activities, identify unique contributions and perspectives of various groups, and how the experience may change personal perspective C3. 3.d Analyze how one can build community that respects all human dignity virtually and in-person

English Language Arts

Ohio's Learning Standards for English Language Arts February 2018 Grade 6-12

Speaking and Listening Standards K-12		
COMPREHENSION AND COLLABORATION		
Grade 6 Students	Grade 7 Students	Grade 8 Students
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study	SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally,) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
Grades 9-10 Students	Grades 11-12 Students	
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	
Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12		
HISTORY/SOCIAL STUDIES – INTEGRATION OF KNOWLEDGE AND IDEAS		
Grade 6-8 Students	Grade 9-10 Students	Grade 11-12 Students
RH.6-8.7 Integrate visual information (e.g., charts, graphs, photographs, videos, and maps) with other information in print and digital texts.		RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.